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ABSTRACT

Designed to help women who are planning their lives and careers, this twenty-one page booklet presents some of the two-year and four-year educational programs offered by the University of Maine at Orono (UMO). The booklet first discusses the demands the labor market of the future will make on employees and points out the importance of developing several skills and interests to remain employable and promotable. Another early section deals with life style planning. The booklet is then divided into broad academic areas, as follows: arts and sciences, two-year employment oriented programs available at Bangor Community College of UMO, engineering and sciences, education, physical education, life sciences and agriculture, and business administration. Each section covers some of the occupational opportunities available to those with preparation in that particular area. Most of the sections give an address to contact for further information. (LMS)

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WOMEN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

today and tomorrow

The purpose of this booklet is
to help women planning their lives and careers
to look at themselves and the future
in new and imaginative ways

Developed by:

Office of Equal Employment Opportunity
University of Maine at Orono
Alumni Hall
Orono, Maine 04473
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In consultation with:

The Counseling Center, UMO
The Office of Career Planning
and Placement, UMO
Maine's Department of Education
and Cultural Services
Maine Teachers Association

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The Vice President for Student Affairs

"Humankind is passing from the primacy of the past
to the primacy of vast future changes."

Harold D. Lasswell

THE FUTURE WILL DEMAND

People who can quickly re-direct their skills;

People with new combinations of skills.

ARE YOU READY TO ADAPT?

The JOB MARKET for your skills will NOT remain STABLE for the rest of your life. YOU TOO WILL CHANGE AND DEVELOP in interests, in confidence, in skills, and in financial needs. You may want to serve as a staff assistant at one stage of your career, supervise or administer a program at another stage, lobby politically for the interests of your professional organization from time to time, or serve as a staff person or as an advisor for a government agency or professional organization at still another time in your life. BE SURE TO DEVELOP SEVERAL SKILLS AND INTERESTS, so that you remain employable and promotable.

IN THE FUTURE: WHAT IS LIKELY TO HAPPEN?

You may have to help your school or company to learn how to serve middle-aged adults, as well as younger people. In the 1980's, the large population group will be 30-39 years old. Greater technological advances will continue to increase free time. Recreation, sports activities, and hobbies will be more important than ever.

REMEMBER! YOUR CAREER WILL MOST LIKELY FOLLOW AN EVOLUTIONARY COURSE. THE AVERAGE PERSON WILL PURSUE BETWEEN THREE AND FIVE VERY DIFFERENT SORTS OF JOB AND CAREER PATHS AT DIFFERENT TIMES IN HER LIFE.

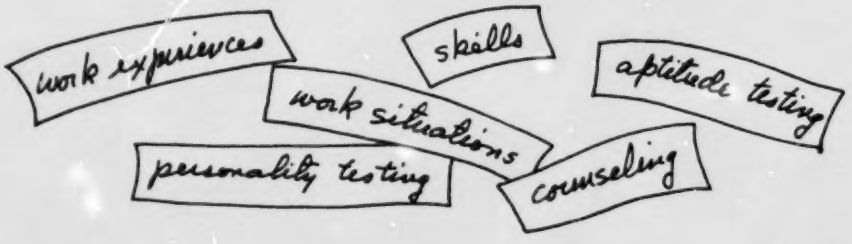
YOUR CAREER DECISIONS ARE NOT MADE FOR LIFE, BUT WILL DEVELOP OR ALTER AS YOU DO.

A CONTINUAL REASSESSMENT OF YOURSELF AND THE JOB MARKET WILL BE NECESSARY.

To handle these in your career interests and opportunities, analyze yourself:

INFORMALLY, by looking at self, past work experiences, work situations you like best, and your skills;

FORMALLY, through counseling and personality and aptitude testing.



WATCH THE JOB MARKET!

Follow trends by reading journals and newspapers.

Talk to people who are currently in various professions in order to learn about trends that may be inter-related.

Learn where federal and state legislation and money are being directed, and think about whether your interests and skills dovetail with new social or economic problems or shifting priorities.

LIFESTYLE PLANNING

Along with career planning, it is important for women to take into consideration their personal life.

Full-time mothering takes up very little of an adult woman's life. Other alternatives can also be chosen:

Child care service in a daycare center for nursery school;

Husband and wife can share the child-raising and home-making responsibilities equally, so that each can also maintain a career;

A relative or a neighbor might take care of the children regularly or occasionally;

Husband may be full-time parent and homemaker, while the wife is full-time breadwinner;

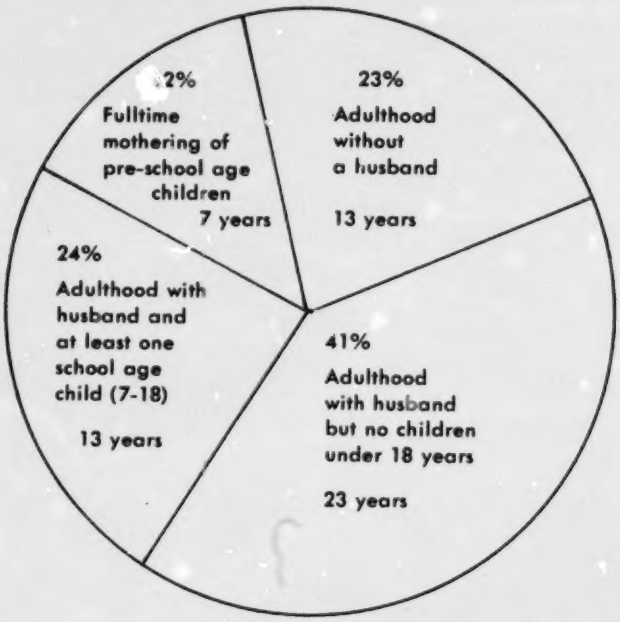
Neighbors, relatives, or friends - male and female - may develop a homemaking and/or childcare cooperative.

LIVING AND WORKING HAPPILY AS A NON-MARRIED WOMAN

Many women who are happily non-married have developed intimate friendships, as well as intense interests in a job, in a sport, in politics, in travel, in a hobby, or in a business. They tend to value their freedom to commit their time and energy to the work or the people or the interests they enjoy and consider really important. Ordinarily, these women are out-going and dynamic, with a capacity for caring deeply for people or ideas or activities transcending their own family. They often enjoy more time and energy to commit to their interests than do people with additional family obligations.

IF YOU DECIDE TO MARRY

A woman college graduate who marries at the age of 22 a man two years her senior may work for three years and then have two children, two years apart. If she dies at the age of 74, nine years after her husband's death, here's how 56 years of her adult life might be spent:



You will probably need to devote very few years of your life to full-time homemaking. Regardless of whether you expect to marry or prefer not to marry, you should develop skills and interests necessary for paid employment.

WILL YOU BE HAPPY IN YOUR MARRIAGE AND YOUR JOB?

If you plan to marry, discuss and consider the compatibility of your career with that of the person you expect to marry. Will there be opportunities for both of you in specific businesses and geographic areas?

Would your spouse be willing or able to relocate for your career?

Is your fiance or spouse really as ambitious as you are? Perhaps your career and job could and should be the primary one in the family. How will you make decisions about location and re-location? Will you consider who can earn the most money? Will you consider both adults' financial and personal needs?

Statistical projections of the expected population distribution and expected manpower needs indicate that people will have increasing difficulty in obtaining jobs that are relatively well-paid and secure. Therefore, fewer and fewer families will be able to assume that the wife should always relocate with the husband or consider the wife's career secondary.

MORE OPTIONS, BUT LESS SECURITY

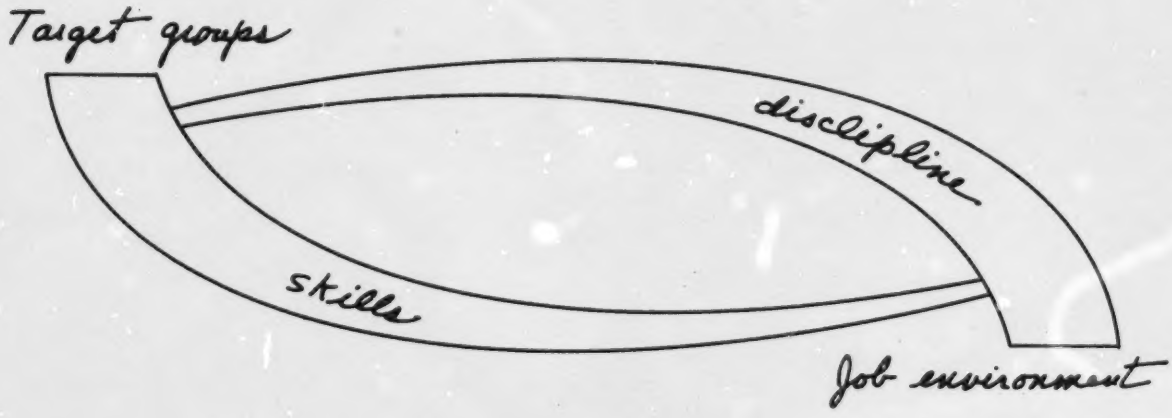
ECONOMIC UNCERTAINTY is going to continue to be a fact of life. Therefore, the number of people - male and female - holding temporary jobs is likely to increase. Families and individuals will probably have to face unemployment or relocation problems much more frequently than they have in the past. But people may feel less "locked in" to a job or career path.

The average adult will have to RE-TRAIN and RE-EDUCATE herself at least 3 or 4 times in a lifetime. You will have many more opportunities and options than your mother had. You will also have less security. Do not become frightened that one mistake in career or job development will "ruin your life". Just learn how to keep BUILDING ON YOUR STRENGTHS AND ACCOMPLISHMENTS.

TO PREPARE FOR THE FUTURE

Simply having a college degree may not make you employable when it is time to look for a job.

Any job is made up of several components. With an awareness of these, you can better prepare yourself for the job market and, specifically, for a job that will be satisfying to you.



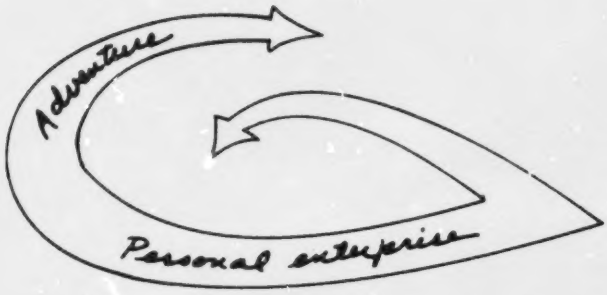
JOB COMPONENTS

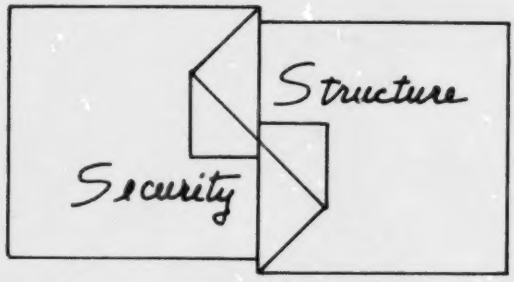
1. Discipline: your core area of knowledge and skills. (May include an academic major, as well as knowledge and skill developed through vocational training, hobbies, summer jobs, work-study experience, or volunteer work).

2. Complementary skills: additional expertise with specific tasks at a more technical level (such as writing, computer programming, fund raising, record-keeping, appliance repair, or money management skills).

3. Target groups: know whom you might serve, what population or age group. (The adult and elderly populations will increase radically; but the proportion and numbers of children and teenagers will decline sharply between 1975 and the end of this century. This change in the proportions of youth, middle-aged, and elderly may have more impact on the job market and on social services demanded and expected in our society than any other single economic and social factor.

4. Job environment: the conditions, atmosphere, expectations and values that influence individuals working within a setting. (Do you like high risk and excitement? Or do you prefer more stability and security? How important do you consider a large income? Do you consider service to others as important as money? Less important than money?)





CAN UMO COURSES OR PROGRAMS HELP YOU?

The pages which follow in this booklet define some opportunities for which you might wish to prepare by taking courses or enrolling in a program at UMO.

ARTS AND SCIENCES

In the future, the people in demand will be those with the intellectual flexibility to adapt to rapid change. It will be desirable and, perhaps, essential to have not only knowledge and expertise in one area, but also some well-developed auxiliary skills.

A foreign language major might wish to take also some elective courses in business or in international law. With growing global markets and international firms, there are new areas in which your skills will be needed. Ability to communicate in another language, plus business knowledge, can give you an extra edge. STUDENTS AT UMO ARE ENCOURAGED TO SELECT ELECTIVES FROM COURSES OFFERED BY COLLEGES OTHER THAN THE ONE IN WHICH THEY ARE ENROLLED.

Communications skills - oral and written are essential. At UMO you can select courses in broadcasting, speech, public relations, creative writing, technical writing, painting, film, graphics, grant proposal writing, journalism, computer programming, drama, and psychodrama. Skills and theory in one or more communications areas may be for one student an academic major, for another, a skill complementing and supporting her knowledge of art, chemistry, engineering, business, or any other field.

Either an academic major or a focused series of courses in physics, zoology, or geology can prepare you for work in a school or college, in business, or in government. REGARDLESS OF YOUR AREA OF CONCENTRATION, BE SURE TO DEVELOP SOME ADDITIONAL INTERESTS AND SKILLS.

UMO is in the process of developing programs in the "Health Professions". If you are interested in exploring options such as a pre-medical, a pre-dental, or a medical technology program, contact the Chairman of the Zoology Department.

The College of Arts and Sciences enables and encourages students with mature and special interests to design their own core or "major" curriculum, with the help of faculty advisors. This degree program option, the "Bachelor of Arts in Special Studies," is particularly advantageous to students concerned about developing the multiple skills and the flexibility needed in today's employment market.

ARTS AND SCIENCES

Different persons specializing in any one academic major may satisfy very different career goals and personal interests. Moreover, the same person may have DIFFERENT GOALS AND NEEDS AT DIFFERENT STAGES IN HER LIFE.

For example, the woman who has majored in political science or in sociology or in psychology may enjoy relative stability and security at one period of her life while she works as a staff member in a government agency concerned with health, welfare, corrections, education, the needs of youth, or the needs of the aging.

At a later stage in her life, after gaining additional skills in business, the media, politics, or communications, she may wish to run for a political office. set up her own consulting service to address a particular social problem, or serve as public advocate for consumers, children, drug addicts, or the elderly. Such jobs may involve political and financial risk; but they may also enable a person to enjoy flexible working hours or an intense experience of making a real difference in the lives of other people.

In the College of Arts and Sciences, programs are available leading to the Bachelor of Arts degree in the following specialized areas. In each program there is usually ample opportunity to incorporate some of the specialized course work of one or more of the other programs. For further information about courses or any of these programs, contact either the Dean's Office or the Chairman of the Department of interest to you.

Anthropology
Art
Biology
Chemistry
Computer Science
Ecoromics
English
French
Geology
German
History
International Affairs (with emphasis either in economics, foreign language, history or political science)
Journalism
Latin
Mathematics
Modern Languages
Music (either a Bachelor of Arts or a Bachelor of Music program)
Nursing (the last two years are spent at the University of Maine, Portland-Gorham where the Bachelor of Nursing degree is)
Philosophy
Physics
Political Science
Psychology
Public Management
Romance Languages
Sociology
Spanish
Speech
Theatre
Zoology

COMMUNITY COLLEGE PROGRAMS

Many people prefer a two-year employment-oriented program, rather than a four-year baccalaureate program. The Bangor Community College (BCC) offers two-year associate degree programs, as well as continuing education and community service courses and workshops. A person is welcome to take courses at BCC, whether or not she is enrolled in an associate degree program.

Anyone who has either a high school diploma or its equivalent is eligible for admission to the Bangor Community College. Students who are not yet skillful enough in reading, English, or mathematics to complete college-level work successfully are offered developmental courses to help them develop adequate skills. Each student works at the level and rate and within the skill areas best suited for his or her improvement.

"Sign language" class. Career opportunities should be available for people with skills necessary for working with the disabled.

HUMAN SERVICES/MENTAL HEALTH PROGRAMS

BCC offers several programs which you might consider if you are interested in mental health and human service.

"Human Services: Gerontology" is a two-year program which prepares students for work at the technician level in facilities and programs that serve the elderly. Persons prepared to work with the elderly should enjoy expanding opportunities in the future, since the number and percentage of elderly people is expected to increase dramatically between 1975 and the turn of the century.

"Human Services: Chemical Addiction Counseling" is a two-year program to prepare people interested in the counseling and rehabilitation of alcoholics and drug addicts.

"Mental Health Technology" is a two-year program designed to prepare people for work at the technician level in facilities concerned with mental health and rehabilitation.

LAW ENFORCEMENT

As they add women to the police force, local and state police departments are discovering that women can equal and, in some cases, surpass male officers in investigating complaints, in calming a crowd or a domestic disturbance, in making arrests, and in maintaining public order, security and safety. Increasingly, police departments are seeking and hiring police officers who can demonstrate knowledge of the dynamics of human behavior and skill in relating to individuals and groups.

DENTAL HYGIENE

Upon completion of the two-year program in Dental Hygiene, the graduate is eligible to take the examination of the National Board of Dental Examiners. The licensed dental hygienist enjoys good working conditions, flexible working hours, and a reasonable salary.

GENERAL STUDIES

General Studies courses introduce a student to the humanities, the social sciences, and the natural sciences. The General Studies Program is designed as a terminal program; but graduates may apply for a transfer to a four-year career or baccalaureate program.

LIBERAL STUDIES

To be admitted to the Liberal Studies Program, a person needs to demonstrate only that she or he has the motivation and potential to do college level work. Since for admission to this program, the pre-admission conference is more important than either S.A.T. scores or high school grades, this program might be of interest to older students who have been away from formal education for a while and to students who have the motivation and ability to do college level work now, whether or not their previous test scores and school records show that ability.

For additional information about programs offered by the Bangor Community College contact:

Admissions Office
Bangor Community College of UMO
Student Services Building
Bangor, Maine 04401
(207) 947-6521
947-6522

BUSINESS ADMINISTRATION

Women who develop SKILLS IN THE MANAGEMENT OF MONEY AND IN THE MOTIVATION OF PEOPLE will be in demand. Even if you do not major in business, taking some business courses can be to your advantage. Administrative and management skills are needed in a wide variety of job situations. Some interesting jobs that require business skills in combination with other knowledge and skills include: HOSPITAL Administrator; ART Gallery Administrator; Dean of a COLLEGE; MOTEL or RESTAURANT manager; SKI Resort Manager; NURSERY SCHOOL or Daycare Center Director; MUSEUM Director; Director of "United Fund", "March of Dimes", and other SOCIAL SERVICE organizations.

WHY DEVELOP SOME BUSINESS SKILLS?

If you do not have some business skills, your efforts to help people with a good and needed product or service may fail. You may misjudge costs; or others may misjudge costs or need and, thereby, defeat your entire project.

NEW OPPORTUNITY

In less than 27 years, a majority of our population will be 50 years old or over.* Youth-oriented businesses and organizations may suffer a decline between 1975 and the turn of the century; but business, educational institutions, and social service agencies that try to meet the needs and cultivate the interests of middle-aged and elderly adults may enjoy growth and prosperity. What will be needed in organizations and businesses in the future are people interested in helping individuals and the society to adapt to changing needs, changing values, and new areas of growth. Women who know and care about people's needs will be in demand.

This lively class focuses on the sorts of analysis necessary for making business decisions.

*Projected by the Administration on Aging, Department of Health, Education, and Welfare.

WHO IS A GOOD MANAGER?

To be a Good Manager, you must:

UNDERSTAND AND FULFILL PEOPLE'S NEEDS;

UNDERSTAND WHAT SERVICE OR PRODUCT OR IMPROVEMENT WOULD HELP A CUSTOMER SAVE TIME, MONEY, OR WORK, OR ENJOY BETTER HEALTH AND MORE HAPPINESS;

DEVELOP MORE EFFICIENT WAYS OF WORKING SO THAT COSTS CAN BE REDUCED;

KNOW THAT EMPLOYEES WHO ARE WELL PAID AND HAPPY IN THEIR WORK ENVIRONMENT WILL HELP TO SERVE CUSTOMERS AND CLIENTS WELL AND WILL WORK PRODUCTIVELY AND EFFICIENTLY.

WANT A DIFFERENT KIND OF JOB?

NEED A CAREER CHANGE?*

One or more courses in business administration may help you.

If you can write or illustrate well, perhaps developing some knowledge and skills in Advertising would open up new job opportunities for you.

If you are interested in and knowledgeable about the needs of athletes for certain kinds of equipment or clothing, you might want to take some course work in Sales Management and Marketing.

If you have been trained as a teacher, you may have already developed many of the motivational skills of importance in Advertising, Sales, and Management. But perhaps you would discover new job and career opportunities if you learned some of the principles and terminology of concern to Personnel Directors, Labor Union Negotiators, or Investment Counselors.

For information about undergraduate and graduate courses and programs offered by the College of Business Administration, contact:

Dean of the College of
Business Administration
University of Maine at Orono
South Stevens Hall Room 8
Orono, Maine 04473 (207) 581-7302

*You do not need an undergraduate degree or prior experience in business in order to continue in business at the graduate level.

ENGINEERING AND SCIENCE

WHAT IS ENGINEERING?

Engineering is a profession in which a knowledge of mathematics and the physical sciences (gained by study, experience, and practice) is applied in order to develop ways to use economically the materials and forces of nature.

THE PURPOSE OF ENGINEERING?

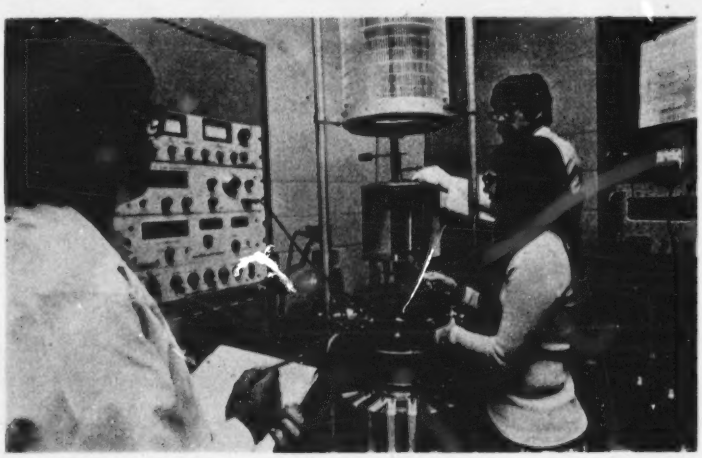
To benefit mankind, in the broadest sense, by identifying and seeking solutions to social and economic problems.

WHAT SORTS OF PROBLEMS MIGHT CONCERN AN ENGINEER OR TECHNOLOGIST TODAY AND TOMORROW?

Global Communications Systems.
Biomedical Instrumentation, Surgical and Prosthetic Devices.
Environmental Quality Control.
Food Production: Agricultural Mechanization, Crop Supervision and Control.
Population Dynamics and Control.
Improved Transportation Vehicles and Systems.
Urban Planning and Construction.
Design of Labor-saving Consumer Products, Appliances and Machines.
Development of alternatives to gasoline, oil, and other scarce sources of energy; energy conservation.
High-speed Computer Systems Design.
Ocean Engineering.

HOW DO YOU KNOW IF YOU'D BE HAPPY IN ENGINEERING?

If you enjoy mathematics and such science courses as high school chemistry or physics, you would probably find college programs in science, engineering technology, or engineering enjoyable.



Electrical Engineering Students

ENGINEERING AND SCIENCE

WHAT SORTS OF ENGINEERING PROGRAMS ARE OFFERED AT UMO?

UMO offers four-year baccalaureate programs in:

- Agricultural Engineering
- Chemical Engineering
- Chemistry
- Civil Engineering
- Electrical Engineering
- Electrical Engineering Technology
- Engineering Physics
- Mechanical Engineering
- Mechanical Engineering Technology
- Pulp and Paper Technology

The University also offers two-year associate degree programs in:

- Civil Engineering Technology
- Electrical Engineering Technology
- Mechanical Engineering Technology

ADVANTAGES OF A FOUR-YEAR PROGRAM?

The graduate from a four-year program has the credentials required for jobs demanding a professional engineer, or for admission to graduate school in various fields. Career opportunities should continue to be favorable for engineers and salaries excellent.

ADVANTAGES OF A TWO-YEAR PROGRAM?

You can use it either as a terminal degree or as a transfer program. If you wish to work immediately after completing the two-year program, you will be eligible for a job as an engineering technologist. If you wish to obtain a bachelor's degree, you can continue in the four-year program either immediately after finishing the two-year program or after you have worked for a few years.

For additional information, contact either one of the following:

The Dean of the College of
Engineering and Science
University of Maine at Orono
101 Barrows Hall
Orono, Maine 04473

Faculty Advisor
Society of Student Women Engineers
University of Maine at Orono
101 Barrows Hall
Orono, Maine 04473

EDUCATION

Ours is a society that demands and will probably continue to demand KNOWLEDGE WORKERS. Therefore, EDUCATION and TRAINING, RE-EDUCATION, and RE-TRAINING will continue to grow.

WHERE WILL THERE BE GROWTH AND DEMAND?

In programs for adults - middle-aged and elderly.

In programs for the physically, mentally, or emotionally disabled.

In Athletics for women. Women trained to coach skiing, tennis, basketball, and other inter-mural competitive teams will be needed.

In Vocational Counseling, especially for adults.

In Educational Administration. We will need a new kind of administrator to head schools and institutes to evaluate and certify adults who are learning on the job or in the community or at home, rather than in the classroom alone.

In programs that use simulation techniques, television, videotape, the computer, "open classroom" methods.

NO GROWTH, OR DECLINING GROWTH, EXPECTED:

In traditional school programs designed to serve young children or adolescents.

WHAT DO EDUCATORS DO?

THEY MOTIVATE PEOPLE.

THEY ANALYZE LEARNING PROBLEMS AND HELP DEFINE SOLUTIONS.

THEY EVALUATE WHAT PEOPLE KNOW OR WHAT THEY CAN DO.

THEY CONSTRUCT SITUATIONS AND EXPERIENCES TO HELP PEOPLE DEVELOP KNOWLEDGE AND SKILL.

Specialists in the educational and training needs of children, adolescents, and adults are needed in industry, government, and community service, as well as in schools.

ROLES OF EDUCATORS IN INDUSTRY:

To train or re-train employees;

To develop "learning packages" for use with a computer, TV, or video-cassette;

To develop, implement, or evaluate sales or other "motivational" presentations.

ROLES OF EDUCATORS IN GOVERNMENT:

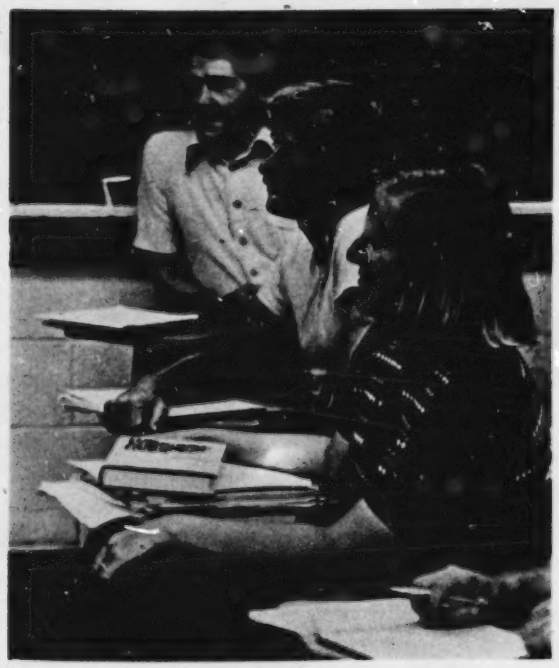
To advise agencies about teacher or school-developed programs which might deserve special funding;

To "motivate" school administrators and teachers, private industry, government offices, or community service agencies to try to meet particular social, educational, or economic needs;

To evaluate the success or failure of specific educational programs;

To "lobby" legislators or other officials so that they will support and fund programs that address particular educational needs.

DO NOT THINK OF YOURSELF AS PREPARED FOR NOTHING BUT CLASSROOM TEACHING. (See also the section on Business Administration.)



Some students preparing to be School Principals.

For information, contact the Dean of the College of Education, 151 Shibles Hall, about courses and programs concerned with:

Adult Basic Education
Business Education
Children's Literature
Counseling
Instructional Materials
Educational Administration
Evaluation of Knowledge
Evaluation of Skills
Health/Physical Education
Instructional Media
Learning Disabilities
Outdoor/Recreation Education
Reading Skills
School Leadership & Law
Science Education
Statistics
Testing
Vocational Education

PHYSICAL EDUCATION

ATHLETICS

RECREATION

Partly because discrimination against students on the basis of sex is now forbidden by law, schools and colleges nationwide are expanding and improving the opportunities for women to enjoy athletic competition, athletic scholarship assistance, good athletic facilities, and adequate coaching. This sudden expansion is increasing employment opportunities for women athletic coaches and women directors of physical education and athletics. Because newspapers and television are beginning to offer better coverage to girls' and women's athletic events, women's interest and women's employment opportunities in physical education and athletics will probably continue to grow in the future.

PHYSICAL EDUCATION AND RECREATION FOR ADULTS

Unprecedented growth in the number of adults, the increase in leisure time, the concentration of people around urban centers, and the rapid disappearance of open space are all creating a growing demand for professional recreation personnel to provide opportunities for meaningful leisure experience.

UMO's division of Physical Education and Athletics and the Colleges of Education and of Life Sciences and Agriculture are working cooperatively to offer a variety of courses for students interested in professional employment in the field of recreation. The Physical Education faculty offer courses and programs for people interested in teaching or coaching in the schools or in the community. The College of Life Sciences and Agriculture offers courses and programs for people interested in working as rangers or park managers in state or national parks.

THE DISABLED NEED PHYSICAL EDUCATION TOO!

The physically disabled constitute a group whose demands for physical education and recreation are likely to create some new employment opportunities for people who possess both expertise in the field and sensitivity to the physical and emotional developmental needs of the disabled.

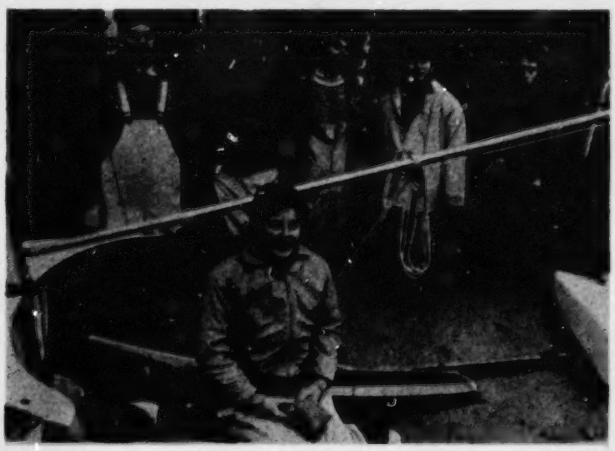
COACHING

Women educated and trained to be coaches should enjoy good opportunities in the future. Currently, very few women are trained to coach: therefore, women who do prepare for this field will be in demand.

UMO offers a coaching sequence, which enables women to prepare to coach track, swimming, field hockey, soccer, softball, gymnastics, baseball or basketball.

FIELD EXPERIENCE

Both before and after you graduate from a program in physical education, athletics, recreation (or any other field), seek opportunities - paid or non-paid - to apply your knowledge and skills in meeting the needs of different sorts of "target groups" - the young, the middle-aged, the elderly, the disabled, the highly motivated, and the poorly motivated. Such a diversity of experiences will help you in several ways: it will enable you to gain a perspective on the sorts of people and situations with which you are most effective and the sorts with which you are least effective; it will enable you to gain breadth, as well as depth, of experience, which many employers need and seek in the people they hire; it will enable you to perceive the inter-relatedness of various problems - budgetary, social, political, and professional - and thus gain the maturity and perspective you will need in order to grow and advance professionally.



For information about courses and programs in Physical Education, Athletics, and Recreation, contact:

Dr. Mary Jo Walkup
Head of the Women's Division
University of Maine at Orono
Lengyel Hall
Orono, Maine 04473
(207) 581-7593

For information about Recreation programs in state and national parks, contact:

The Dean of the College of Life Sciences and Agriculture
University of Maine at Orono
105 Winslow Hall
Orono, Maine 04473
(207) 581-7161

THE LIFE SCIENCES AND AGRICULTURE

The Life Sciences and Agriculture are fields which are "natural" for women. The number of women students enrolling in such fields as Forestry, Wildlife, Pre-Veterinary Sciences, and Natural Resource Management has increased significantly during the past few years. The employment records of women graduates indicate that women are being offered good jobs and competitive salaries in these fields. The College of Life Sciences and Agriculture offers a student many career options and program options, including job-oriented two-year degree programs.

Learning surgical and diagnostic techniques.

The College of Life Sciences and Agriculture offers both FOUR-YEAR baccalaureate programs and TWO-YEAR Associate Degree programs.

See also the section in this book on Recreation. The College of Life Sciences and Agriculture administers programs and offers courses for people interested in employment in our state or national parks. These programs include Forest Resources and Recreation and Park Management.

OPPORTUNITIES

In the future there will be exciting opportunities for you if you have scientific interests and skills, or some expertise in a combination of the scientific and the legal. Increasingly, medical research is bringing up complex ethical questions: When is a persons legally dead? When does a fetus become a human being? Medical law - a new area - will demand persons who are sensitive to the social, legal, and scientific implications of such complex issues. Courses and programs in Biology, Bio-chemistry, and Microbiology might help you, if you have an interest in such questions.

The chemistry of life is the field of study for the biochemist.

MANAGING OUR RESOURCES

Management of our natural resources, including our supplies of food, soil, and water, is becoming increasingly important, as the world population increases and as the resources on which we have depended dwindle. Consider courses and programs in Agricultural Engineering, Agricultural and Resource Economics, Biochemistry, Botany and Plant Pathology, Biology, Entomology, Food Science, Plant and Soil Sciences or Natural Resource Management. People with a combination of political or legal interests and scientific interests and skills are going to be needed to work with legislation and with interest groups addressing the use and exploitation of natural resources, including those which might be used for energy or food.

Knowledge of and skill with young children, if combined with additional skills, will enable you to move in a number of directions. You could develop some record-keeping, fund-raising, and money-management skills and enter day-care administration. Some day you might own and operate your own center or nursery school. Since funding for child care often depends on money appropriated by the legislature or Congress, ask your Health and Welfare Office for information about funding.

Some political and legal knowledge will be important in the future for people concerned about children. More persons will be needed as lobbyists to represent children's interests and the interests of parents. Child advocates will gather support and represent programs, as well as individual children. There are positions also in state and federal government agencies for people with a combination of skills and interests.

PROGRAMS IN THE COLLEGE OF LIFE SCIENCES AND AGRICULTURE INCLUDE:

Four-Year

Agricultural Engineering
Agricultural & Resource Economics
Animal and Veterinary Sciences
Biochemistry
Botany & Plant Pathology
Biology
Entomology
Food Science
Forest Engineering
Forest Resources
Human Development
Microbiology
Plant & Soil Sciences
Natural Resource Management
Recreation & Park Management

Two-Year

Animal Medical Technology
Animal Technology
Forest Management Technology
Merchandising
Plant & Soil Technology
(Landscape & Nursery Management)
Resource & Business Management

For more information about any of these programs, contact:

The Dean of the College of Life
Sciences and Agriculture
University of Maine at Orono
105 Winslow Hall
Orono, Maine 04473 (207) 581-7161

WHO ARE THE EMPLOYERS?

There are three major employers: PRIVATE INDUSTRY; GOVERNMENTAL AGENCIES (federal, state, and local); and EDUCATIONAL INSTITUTIONS. SELF-EMPLOYMENT, including service on a contract or CONSULTING basis, is another option which appeals to many people who have a marketable skill, product, or service to offer.

Many people move from one sort of job to another and from one area of employment to another, depending on the salary and advancement opportunities available, their own personal desire for security or challenge, the flexibility or the regularity of working hours, their need for visibility and impact, or their need for congenial working relationships. People differ from each other and differ also at different times in their lives in their concern about helping others, making money, conducting disinterested research, or achieving power and status.

WORK EXPERIENCE

Every College, though not every department, at UMO offers some opportunities for students to develop work experience prior to graduation. Students are likely to enjoy better employment opportunities after they graduate if they try to gain some work experience prior to graduation. Summer jobs or volunteer community work can help you to test your interest in various kinds of work situations and various age groups.

Very helpful and desirable also is some supervised field experience or Cooperative Education experience. For more information about these programs which enable a student to gain academic credit for supervised work experience, contact:

Cooperative Education Coordinator
University of Maine at Orono
Aubert Hall
Orono, Maine 04473
(207) 581-2640

DID YOU KNOW . . . ?

It is easier to manage a family and a career if one has a profession or a skilled trade? A secretary works from 9 to 5 (in many cases, from 8 to 5), five days a week, fifty weeks a year. But if you are an engineer, an accountant, a plumber, a doctor, an appliance repair person, a lawyer, dentist, or veterinarian, you can arrange your own hours and, in some cases, do much of your work in your own home.

CAREER PLANNING AND LIFE PLANNING

If planning a "career" or your life scares you, don't worry! Try thinking and planning for a five-year or a ten-year period.

Think about what you really like to do! What gives you a sense of being a worthwhile, competent person? What you enjoy doing is probably what you do well.

Talk with both young and older people who are successful in the work or sports or hobbies you enjoy. Ask them to suggest ways in which your interests and skills could be developed and expressed in different sorts of jobs or careers. Talk about your interests and skills also with at least two vocational or career counselors.

Think about how jobs are related to each other; think also how one sort of job could help you to gain experience needed for a more responsible or more interesting job. You may be tired of school now, or you may have to take a job now because you need money. While you are working, try to test out your own skills and interests.

Try to find out what sorts of people you work with successfully and pleasurably; find out also what sorts of people or situations or jobs are less interesting or less suitable for you at this time. (Your interests may change, or you may develop new skills later in your life; so don't assume that what's right for you now will be right for you later.)

Helping a political candidate with a campaign or becoming active in an organization such as the Women's Political Caucus or the League of Women Voters can help you to develop political knowledge, personal contacts, and skills of value when you are job-hunting or career-changing.

In Career Development there are many different "routes": high speed routes involving some high "tolls" on the pocketbook and the nerves; also less travelled routes that may take longer to travel, but may be satisfying and more varied.

There are many, many combinations of educational preparation, training, and work experience which you can engage in during your career and your life. This booklet describes some two-year and four-year educational programs which can supplement your work experience (paid or volunteer), helping you to develop some of the skills and knowledge and versatility you will need during your lifetime.